

Spring 1-15-1999

## ENG 1002C-067: Literature and Composition

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Office Hours:  
Tuesday/Thursday  
12:30 - 2:00 PM  
5:00 - 6:00 PM  
and by appointment

COMPOSITION AND LITERATURE  
Course Syllabus  
English 1002-067  
Spring 1999

- January 12      Reading:  
                    from *Literature*:  
                        Browning, "My Last Duchess"      pp. 713-15  
                        Hall, "My Son, My Executioner"      p. 959  
                        Grennan, "Bat"      pp. 656-7  
                        Machan, "Hazel Tells LaVerne"      Pp. 628-9  
                        Mukand, "Lullaby"      p. 981  
                        Rios, "Seniors"      pp. 614-5
- Class Activities:  
Review of Syllabus  
Discussion of Poems
- January 14      Reading:  
                    from *Writing Essays About Literature*:  
                        Ch 5: Analyzing Poetry      pp. 83-112
- Class Activities:  
Discussion of Poems  
ASSIGNMENT: RESPONSES TO POEMS (1<sup>st</sup> set)
- January 19      Reading:  
                    from *Literature*:  
                        Ch 23: Writing About Poetry      pp. 799-804  
                        Ch 39: Explication      pp. 2060-64  
                    from *Writing Essays About Literature*:  
                        Ch 1: Strategies for Reading      pp. 7-13  
                        Ch 2: Analyzing Literature      pp. 15-26  
                        Ch 8: Writing About Literature      pp. 151-7  
                        Ch 9: Choosing Topics      pp. 157-73
- Class Activities:  
ESSAY ASSIGNMENT: EXPLICATION  
Discussion of Poems

January 21	<p>Reading:</p> <p>from <i>Literature</i>:</p> <p>Forche, "The Colonel" p. 792</p> <p>Frost, "Out, Out--!" pp. 863-4</p> <p>Kizer, "Food For Love" pp. 667-8</p> <p>Owen, "Dulce et Decorum Est" pp. 660-1</p> <p>Perry, "Blue Spruce" pp. 690-1</p> <p>Plath, "Mirror" p. 683</p> <p>Class Activities:</p> <p>DUE: RESPONSES TO POEMS (1<sup>st</sup> set)</p> <p>ASSIGNMENT: RESPONSES TO POEMS (2<sup>nd</sup> set)</p> <p>Discussion of Poems</p>
January 26	<p>Class Activities:</p> <p>Discussion of Poems</p> <p>Review For Poetry Exam</p>
January 28	<p>Reading:</p> <p>from <i>Writing Essays About Literature</i>:</p> <p>Ch 10: Drafting the Essay pp. 175-91</p> <p>Ch 12: Revising and Editing pp. 241-54</p> <p>Class Activities</p> <p>Work on Drafting Explication Essay</p> <p>DUE: RESPONSES TO POEMS (2<sup>nd</sup> set)</p>
February 2	<p>Class Activity:</p> <p>Peer Editing of Essay Drafts</p> <p>DUE: FIRST DRAFT OF EXPLICATION</p>
February 4	<p>Class Activities:</p> <p>POETRY EXAM</p> <p>Sign-up For Conferences</p>
February 9- February 17	<p>Classes Suspended:</p> <p>Conferences in 336 Coleman Hall</p> <p>DUE IN CONFERENCE: REVISION OF EXPLICATION</p>
February 18	<p>Reading:</p> <p>from <i>Literature</i>:</p> <p>Ellison, "Battle Royal" pp. 196-206</p> <p>Faulkner, "A Rose for Emily" pp. 54-63</p> <p>O'Connor, "Good Country People" pp. 368-82</p> <p>Perspectives on O'Connor pp. 404-07</p> <p>from <i>Writing Essays About Literature</i>:</p> <p>Ch 3: Analyzing Fiction pp. 27-55</p> <p>Class Activities:</p> <p>ASSIGNMENT: RESPONSES TO STORIES</p> <p>Discussion of Stories</p>

February 23	<p>Reading:</p> <p>from <i>Literature</i>:</p> <p>Hawthorne, "Young Goodman Brown" pp. 268-76</p> <p>Updike, "A &amp; P" pp. 487-91</p> <p>Ch 39: Analysis pp. 2064-69</p> <p>from <i>Writing Essays About Literature</i>:</p> <p>Essay #2 pp. 272-4</p> <p>Class Activities:</p> <p>ESSAY ASSIGNMENT: ANALYSIS</p> <p>Discussion of Stories</p>
February 25	<p>Reading:</p> <p>from <i>Literature</i>:</p> <p>Atwood, "Death by Landscape" pp. 120-32</p> <p>Boyle, "Carnal Knowledge" pp. 244-257</p> <p>Dubus, "Killings" pp. 64-75</p> <p>Class Activity:</p> <p>DUE: RESPONSES TO STORIES (1<sup>st</sup> set)</p> <p>Discussion of Stories</p>
March 2	<p>Class Activities:</p> <p>Discussion of Stories</p> <p>Review For Fiction Exam</p>
March 4	<p>Reading:</p> <p>from <i>Writing Essays About Literature</i>:</p> <p>Ch 6: Evaluating...Literature pp. 113-21</p> <p>Ch 11: Documenting Sources pp. 193-231</p> <p>Class Activities:</p> <p>DUE: RESPONSES TO STORIES (2<sup>nd</sup> set)</p> <p>Work on Drafting Analysis Essay</p>
March 9	<p>Class Activities:</p> <p>FICTION EXAM</p> <p>ASSIGNMENT: RESPONSES TO DRAMA</p> <p>Sign-up for Conferences</p>
March 11	<p>Class Activity:</p> <p>Peer Editing of Essay Drafts</p> <p>DUE: FIRST DRAFT OF ANALYSIS ESSAY</p>
March 23- March 31	<p>Classes Suspended:</p> <p>Conferences in 336 Coleman Hall</p> <p>DUE IN CONFERENCE: REVISION OF ANALYSIS ESSAY</p>

April 1	<p>Reading:</p> <p>from <i>Literature</i>:</p> <p>Ch 39: Comparison pp. 2069-75</p> <p>from <i>Writing Essays About Literature</i>:</p> <p>Ch 4: Analyzing Drama pp. 57-80</p> <p>Ch 12: Sample Essay pp. 254-61</p> <p>Class Activities:</p> <p>ESSAY ASSIGNMENT: COMPARISON</p> <p>Video of <i>The Piano Lesson</i></p>
April 6	<p>Reading:</p> <p>from <i>Literature</i>:</p> <p>Wilson, <i>The Piano Lesson</i> pp. 1925-80</p> <p>Class Activities:</p> <p>Video and Discussion of <i>The Piano Lesson</i></p>
April 8	<p>Class Activity:</p> <p>Video of <i>Death and the Maiden</i></p> <p>DUE: RESPONSES TO <i>THE PIANO LESSON</i></p>
April 13	<p>Reading:</p> <p>from <i>Literature</i>:</p> <p>Dorfman, <i>Death and the Maiden</i> pp. 1836-68</p> <p>Dorfman, <i>Afterward</i> pp. 1993-96</p> <p>Class Activities:</p> <p>Video and Discussion of <i>Death and the Maiden</i></p>
April 15	<p>Class Activities:</p> <p>DUE: RESPONSES TO <i>DEATH AND THE MAIDEN</i></p> <p>Review For Drama Exam</p> <p>Work on Drafting Comparison Essays</p>
April 20	<p>Class Activities:</p> <p>Peer Editing of Essay Drafts</p> <p>DUE: FIRST DRAFT OF COMPARISON ESSAY</p> <p>Sign-up for Conferences</p>
April 22- April 29	<p>Classes Suspended:</p> <p>Conferences in 336 Coleman Hall</p> <p>DUE: REVISION OF COMPARISON ESSAY</p>
May 6 2:45 PM	<p>DRAMA EXAM</p> <p>FINAL EXAM ESSAY</p>

## READING ASSIGNMENTS

You should have been issued the following texts for this course:

- Fulwiler, Toby, and Alan R. Hayakawa. *The Blair Handbook*. 2nd ed. Saddle River, NJ: Prentice-Hall, 1997.
- Griffith, Kelley. *Writing Essays About Literature: A Guide and Style Sheet*. 5th ed. Fort Worth: Harcourt Brace, 1998.
- Meyer, Michael. *The Bedford Introduction To Literature*. 4th ed. Boston: St. Martin's, 1996.
- Webster's New World Dictionary*.

Please do all reading by the date assigned and always bring the relevant text(s) to class. Keep *The Blair Handbook* and the dictionary handy for reference.

## WRITING ASSIGNMENTS

The course requires that you submit the following writing:

SIX SETS OF RESPONSES to the assigned reading, typed double-spaced. Although class time may be available to work on these, you will have to complete most of the writing outside class. Responses will come due periodically. They are evaluated on their originality and careful attention to the assigned poem, story, or play. Although graded less stringently than essays, they should be legible, coherent and reasonably free of errors in mechanics and grammar.

THREE ESSAYS in first draft, typed double-spaced, for peer editing and review. You will receive full credit for first drafts if they are substantially complete.

THREE REVISIONS, typed double-spaced, which I will read and evaluate during individual conferences with you. **The essay will receive a grade at this time.** I may reject work that doesn't fit the assigned length or topic. Revisions are graded according to the criteria set forth in "Guidelines for Evaluating Writing Assignments in EIU's English Department," and according to the consistency and insight of your interpretation of works of literature.

A FINAL EXAM ESSAY, written in class during the time scheduled for your final exam.

Other MISCELLANEOUS WRITING, including unscheduled quizzes and exercises. My criteria for grading these will vary. Please ask if you have a question about the grade on a particular assignment.

Though I hope you work hard, I can only evaluate results; I cannot measure the effort you put into your writing.

## PEER EDITING

You will be asked to spend THREE class periods commenting on the drafts of your classmates. The purposes of peer editing are to improve your reading skills and help you develop a constructive, analytical approach to the problems and possibilities of revision in your own writing.

To receive full credit for peer editing, you must bring to class TWO COPIES of a complete typed draft of your essay, and work the entire period reading and commenting on essays by your peers. Your written comments will be graded on their completeness.

### CONFERENCES

Three times during the course, classes will be suspended to make time for individual conferences during which I read and evaluate your essay revisions. **Essays will receive a grade at this time.** You will be given a signup sheet before each set of conferences. It is your responsibility to show up at the time scheduled, and your essay may receive a late penalty if you miss a conference. If you cannot keep the appointment, call me ahead of time to reschedule.

### EXAMINATIONS

There will be THREE objective exams, one covering each of the literary genres. Their primary purpose is to test your comprehension of the reading. Questions may appear on any assigned reading as well as on the poems, stories and plays slated for discussion on the syllabus.

### MANUSCRIPT REQUIREMENTS

The presentation of written work does affect its grade. Your work should conform to the following rules:

Work written in class should be neatly handwritten on standard-sized lined paper. For those working in the ETIC, of course it should be typed on the computer and printed.

Fold all in-class writing assignments lengthways. On the outside write your name, the course number and section, instructor's name, and date.

FIRST DRAFTS brought for peer editing should be typed double-spaced on standard-sized paper in blue or black ink. Do this out of consideration for your classmates who will be required to read and comment on your work.

REVISIONS and RESPONSES must be typed double-spaced on standard-sized paper in blue or black ink. Any revision or response that comes to me not typed will be returned unread. I will consider it late unless a typed copy is submitted the same day.

On the first page type your name, the course number and section, the instructor's name, and the date. Don't forget to title your essay.

Copy should cover only one side of each page and have adequate margins on all four sides. Pages should be numbered.

You are responsible for all errors whether or not you type the manuscript yourself, so proofread carefully. Though corrections in ink are expected, the copy should not be so riddled with scratched-out errors or squeezed-in insertions that it is difficult to read.

If you have not handed in a draft for peer editing, or if the essay has changed drastically between early drafts and the final version, bring previous drafts to conference along with the revision.

## LATE ASSIGNMENTS AND MAKE-UPS

You may make up or be excused from classwork ONLY if your absence is authorized by me or another member of the faculty. I may require documentation of illnesses, emergencies, or other excuses for missed work.

I accept late revisions, but there is a penalty unless you have an excused absence. Your grade loses five (5) points if you miss a conference or come unprepared. It loses an additional ten (10) points if you do not bring me a completed revision when the class next meets. Your grade continues to lose points at the rate of ten (10) for each subsequent class.

I will make every effort to reschedule conferences and may waive or reduce late penalties in exceptional circumstances — such as the writer's extended and incapacitating illness — but not because of fraternity or sorority activities, vacation arrangements, sports events, etc.

You may be excused from handing in a first draft or attending peer editing session only for similar compelling reasons.

## STUDENTS WITH DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible

## PLAGIARISM

The English Department has a policy on plagiarism:

Any teacher who discovers an act of plagiarism — "The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (*Random House Dictionary of the English Language*) — has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

I will impose the severest penalty in a case of deliberate plagiarism.

If you cite outside sources, I do require that you show me the sources before I grade the essay. This is **not** suspicion of plagiarism; I just want to check whether you know what you're doing.

## GRADES

Please don't hesitate to ask questions about your grade. I use a numerical scale that corresponds to letter grades as follows:

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 1	F



Your overall grade for the course is determined as follows:

The three REVISIONS brought to conferences count for 12% apiece. Total for revisions: 36%.

Each of the six SETS OF RESPONSES to the reading counts for 5%. Credit is equally divided among the genres of poetry, fiction and drama. Thus, even though you have to write responses to more poems than short stories, your credit for story responses equals your credit for poem responses. Total for responses: 30%.

The three objective EXAMINATIONS count for 5% each. Total for exams: 15%.

The FINAL EXAM ESSAY counts for 5%.

Each FIRST DRAFT brought for peer editing counts for 1% of the final grade, 3% altogether. The written comments from PEER EDITING sessions count for 2% apiece, 6% altogether. Total for first drafts and peer editing: 9%.

MISCELLANEOUS WRITING counts for the remaining 5%.

STUDENTS WHOSE OVERALL GRADE AVERAGES D OR F WILL RECEIVE NC (no credit) ON THEIR FINAL GRADE REPORT. ALTHOUGH THEY MUST REPEAT THE COURSE, THE NC WILL NOT AFFECT THEIR GRADE-POINT AVERAGE.